

Recognizing Cause and Effect

STUDENT OBJECTIVES

- Recognize cause-and-effect relationships in texts
- Recognize implied cause-and-effect relationships

RESOURCES AND PREPARATION

You will need photocopies for students of:

- **Student Lesson Summary**, p. 59
- **Teaching Model**, from “Under the Spreading Chestnut Tree,” p. 60
- **Practice Worksheets**, Levels A and B, pp. 61–62
- **Reteaching Worksheet**, p. 63

Teach

1. **Cause and Effect:** Write the following quotation on the chalkboard and ask students to identify the cause (*failure to remember the past*) and the effect (*being condemned to repeat the past it discusses*).

EXAMPLE Those who cannot remember the past are condemned to repeat it.

- Point out that history texts and other nonfiction works often include real-life cause-and-effect relationships, such as causes of the Great Depression or causes of the Civil War. Ask students to brainstorm some other cause-and-effect topics in history.
 - Explain that, similarly, the events in the plot of a story are usually related by cause and effect, and that recognizing causes and effects in a story sheds light on plot development, character development, character motivation, and the overall theme.
2. **Teaching Cause and Effect:** Distribute the **Lesson Summary** and guide students through the **Academic Vocabulary**. Call on volunteers to read each of the **Here's How** steps and the examples that follow, then use the following points and questions.
 - **What Happens and Why:** Ask: In the first example, what is the cause? (*the rocky New England soil*) What is the effect? (*colonists turning to the sea for food and income*)
 - **Signal or Clue Words:** Ask: In the second example, what is the signal word or phrase? (*As a result*) Elicit that it introduces the effect.
 - **Implied Causes and Effects:** Explain that certain information may suggest other information based on prior experience or knowledge. Tell students that in third example, cause of crop failure is implied, or suggested by the other details such as water rationing. Ask volunteers to infer what the cause is. (*Sample: a serious drought in the local area*)
 - **Multiple Causes and Effects:** Point out that the single cause is the earthquake that struck San Francisco. Then elicit the two effects of this cause. (*fires burned much of the city; the deaths of more than 2,000 people*)
 3. **Guided Practice:** Distribute the **Teaching Model**, “Under the Spreading Chestnut Tree,” an opinion article about chestnut trees. Call on a volunteer to read each paragraph aloud. After each paragraph is read, ask the class a discussion question as follows.

RECOGNIZING CAUSE AND EFFECT, CONTINUED

- **Paragraph 1:** Ask: What cause or reason is given for why the chestnut seemed like an odd choice of tree to plant at the White House? (*Sample: Chestnuts have been largely absent from the American landscape for half a century.*)
- **Paragraph 2:** Ask: What multiple causes are given for why the chestnut was often considered the perfect tree? (*Sample: They produced nourishing food; they were rot-resistant; they grew tall, straight, and fast.*)
- **Paragraph 3:** Ask: What multiple effects did the fungus cause? (*Sample: It killed four billion trees; it spread over 200 million acres; it brought the chestnut to the brink of extinction.*)
- **Paragraph 4:** Ask: What might you infer about a possible effect of planting the fungus-resistant hybrid chestnut at the White House? (*Sample: The White House tree will popularize the new hybrid; it will encourage people to plant chestnuts in their yards and parks.*)

QUICK CHECK. Read the following paragraph aloud to students. Then, pose the questions that follow.

In 2004, California’s Mojave Desert became part of space history. The first private spacecraft ever was launched there. A jet plane hauled SpaceShipOne nine miles high. So, the craft didn’t need huge fuel tanks. Once in the air, it fired its rockets and climbed 71 miles high. After a few minutes in space, SpaceShipOne headed back to the desert. On the way down, its wings flipped up 90 degrees. That slowed the craft for a soft landing.

1. What caused the Mojave Desert to become part of space history? (*The first private spacecraft ever was launched there.*)
2. Why didn’t SpaceShipOne need huge fuel tanks? (*A jet plane hauled it nine miles high.*)
3. What was the effect of flipping up the craft’s wings? (*That slowed the craft down for a landing.*)

Practice and Apply

Activities involving recognizing cause and effect appear on pp. 61–62.

- Assign **Practice Worksheet A** to students who need more structured activities.
- Assign **Practice Worksheet B** to grade-level and above-level students.

Sample Answers: Practice Worksheet A

1. c
2. b
3. c

Answer Key: Practice Worksheet B

1. *Much of the food produced in the United States went to soldiers overseas.*
2. *Americans needed food. They also wanted to behave in a patriotic fashion.*
3. *The government made gardening instructions available. Magazines showed movie stars caring for their Victory Gardens. Harvest Fairs honored top gardeners.*
4. *Sample: After the war, food was again widely available in stores.*

Assess and Reteach

these guidelines to determine if students need the **Reteaching Worksheet**.

- **Practice Worksheet A:** Students should be able to answer at least two items correctly.
- **Practice Worksheet B:** Students should be able to answer at least three items correctly.

For students who need reteaching, review the **Student Lesson Summary**. Focus on the **Here's How** steps and relate them to the passages from **Practice Worksheet A**. Then assign the **Reteaching Worksheet**, p. 63.

Answer Key: Reteaching Worksheet

1. *roads were too slippery.*
2. *forgot to lock it*
3. *Few people came*
4. *haven't had rain for three weeks*
5. *Hunting has always been prohibited*
6. *arm has been in a cast since October.*
7. *managed to survive*
8. *never earned a penny*
9. *failed his math test.*
10. *missed the last train.*